

Mt. San Antonio College
Assessment and Matriculation Committee Minutes

April 8, 2020
 2:30–4:15 pm
 Online via Zoom

Committee Members:

	George Bradshaw (Co-chair) (Assessment)	x	Dianne Rowley (LERN)	x	Maria Tsai (RIE)
x	David Beydler (Co-chair) (Math)	x	Ned Weidner (English)	x	Liza Becker (Associate Dean, Continuing Ed.)
x	Francisco Dorame (Dean, Counseling)	x	Jesse Lopez (Counseling)	x	Michelle Sampat (Associate Dean, Instruction)
x	Elizabeth Casian (AmLa, AWE)	x	Naomi Avila (Counselor, Continuing Ed.)		

Guests: Nico Martinez (Assessment Center), Chuong Tran (IT), Audrey Yamagata-Noji (VP Student Services)

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
1. Approval of Minutes from March 25, 2020	<p>Maria: Only during the first week of the AQ2 implementation, there was a chance students had reading placements of “Take DRP test”. Once the Reading Department changed after that first week, no more “Take DRP” records appeared. Later, however, we saw counselors overriding with “Take DRP” placements. <i>(Note: The status of the DRP was discussed in agenda item 6 below.)</i></p>	Minutes from March 25, 2020 were unanimously approved.
2. Volunteer for taking minutes today?	<p>With a hopeful look on his face, David shared that A&M Committee members should now have access to a shared OneDrive folder, in case any members would like to contribute to the minutes.</p>	David volunteered.
3. Temporary solution for students who get “Take AWE” message in AQ (Elizabeth, Ned, Francisco, Jesse, David)	<p>Discussion about a temporary solution for students who get a “Take AWE” message in the AQ, now that the Mt. SAC campus is closed. The proposed plan from the last A&M meeting was to change “Take AWE” to “See Counselor” and have counselors guide students through a set of “Can-Do” statements to help place them into ESL, AMLA 70, AMLA 80, AMLA 90, ENGL 1A+80, or ENGL/AMLA 1A.</p>	The Committee unanimously approved a temporary solution to the problem. This solution is attached at the end of the minutes for reference.

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	<p>David shared some of the discussion at Monday’s SPEAC meeting about this proposed plan. For example, there was some concern that not every counselor would be comfortable with guiding students through the “Can-Do” statements. Counselor training was stressed as being important. One outcome of the meeting was to have Francisco, Elizabeth, Ned, and some counselors meet to talk through the “See Counselor” guidelines related to the “Can-Do” statements.</p> <p>Also at the SPEAC meeting, there was a suggestion of working on more student-friendly language.</p> <p>Elizabeth shared that the AMLA Department discussed four possible solutions to the issue.</p> <ol style="list-style-type: none"> 1. Embed the “Can-Do” statements into the AQ and provide course eligibility at the end of the AQ, with an option to contact the AMLA Department if desired. 2. At the end of AQ, direct students to view the “Can-Do” statements and then contact the AMLA Department for course eligibility. 3. Update the Assessment Center website and create an AMLA guidance video to help guide students to a course that best fits them. Could show students sample of texts at each level. 4. Embed a SmartSheets document. <p>Note: Contact with the AMLA Department could be made via e-mail, video conferencing, or chat.</p>	<p>Some implementation details are still TBD.</p>

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	<p>Liza shared that oral interviews were effective when Evelyn Hill-Enriquez spearheaded them. Liza voiced a concern about counselor inter-rater reliability.</p> <p>Dianne stated that the goal here is to guide students, not make the placement decision for them.</p> <p>A question was raised about the capacity of Elizabeth and/or others in the AMLA Department to handle student guidance and placement requests. Elizabeth pointed out that the AWE readers currently are not reading any test papers due to the campus closure. She suggested that the AWE readers could help with the guided placement process.</p> <p>Someone noted that whoever is doing this needs to have access to the AQ Administrative form. Currently, counselors do. Francisco offered that Jason Hayward can provide AMLA faculty training to use the AQ Administrative Form.</p> <p>Chuong commented that if we only change the description from "Take AWE" to "See Counselor," it would be easy. However, asking students to select which "Can-Do" statement best fits them inside the AQ and then granting the student eligibility based on their choice would take more time to implement.</p> <p>David suggested that we first pursue a temporary solution that doesn't take as much time to implement, since students are currently getting AQ messages to take the AWE. If students can get</p>	

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	<p>a link to the “Can-Do” statements, along with directions to read through the statements, choose 1-6, and then contact the AMLA Department, then we could implement this more quickly. Basically Option 2 from Elizabeth’s above options.</p> <p>Maria suggested that we include an additional reason code to distinguish students who are receiving guided self-placement. Elizabeth agreed and suggested adding a GSP code for tracking.</p> <p>Ned said that the English Department will probably be okay with students being sent to AMLA Department.</p> <p>Ned asked if we need some other measure with the “Can-Do” statements. Elizabeth reported that according to a CAP representative and the latest guidance memo, multiple measures are used for tests. If using a test, we must also include another measure. But the "Can-Do" statements aren't a test.</p> <p>Audrey voiced a concern that we haven't validated these "Can-Do" statements. We need to collect data along the way. Student discussions with AMLA faculty could probably act as a second measure.</p>	
4. AMLA placement satisfaction surveys update (Maria, Elizabeth)	Maria: We will be collecting survey results Collecting in next 2 weeks. Working with Elizabeth and Nico.	
5. AMLA placement implementation (Elizabeth)	No updates about state guidelines/timeline.	

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<p>6. Dual Enrollment and English placements (Ned)</p>	<p>Dual enrollment students in the 12th grade who have completed 3 years of “regular” non-ESL English can receive ENGL 1A/1A+80 eligibility via the AQ. However, students in 10th or 11th grades have not completed 3 years of “regular” non-ESL English, and currently receive a “See Counselor” message on the AQ. Then Mt. SAC dual enrollment counselors review their transcripts to determine if the student receives an override or not.</p> <p>Francisco shared that almost all dual enrollment students are native speakers of English, so the “Can-Do” statements might not be relevant for them.</p> <p>Ned said that the English Department would like to get rid of the “See Counselor” message for dual enrollment students. He also reiterated that the English Department voted last year that 11th graders should go through guided self-placement.</p> <p>Michelle shared that 10th grade students who want the ENGL 1A/1A+80 eligibility are doing so with the goal of taking other courses that have an ENGL 68 eligibility prerequisite, like Anthro 5. Michelle clarified that 10th graders means that they’d be taking the AQ in 9th grade.</p> <p>Ned will ask the English Department about allowing 10th graders to go through guided self-placement (which would mean granting ENGL 1A eligibility).</p> <p>There was a discussion about whether to include a question in the AQ “Are you a dual enrollment student?”</p>	

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	<p>Francisco and Michelle felt that keeping the assessment process the same 10th graders might be better. Counselors have to talk with these students anyway.</p>	
<p>7. Status of DRP test (Dianne)</p>	<p>Dianne shared that Reading faculty have already agreed that READ 90 is the default placement for native English-speaking students. If they want to challenge the READ 90 placement, then we have guided self-placement document on our website. This has been shared with our counselors. The Reading Committee chair (Dianne) can help talk about the differences between READ 90 and READ 100, but does not have access to the AQ Administrative form to provide the student with READ 100 eligibility—the student would need to see a counselor for that.</p> <p>Dianne clarified that there shouldn't be any messaging that students should take the DRP.</p> <p>Francisco shared that recently Jesse let counselors know that the DRP was not supposed to be in place.</p> <p>Maria suggested to request Chuong to change the AQ Administrative form so that counselors only have two options for Reading placement: READ 90 or READ 100.</p>	<p>Michelle will make sure references to the DRP will be pulled out of the Schedule of Classes and Catalog.</p> <p>The Assessment Center website will remove any references to the DRP and Reading Tests. Language in the AQ regarding meeting the reading competency requirement will be copied on the Assessment Center website.</p>
<p>8. Status of Recommendations 50 and 51 (David)</p>	<p>David shared that he did not move Recommendation 50 (Process for students with less than 3 years of US high school or “None of the above” in AMLA branching options) forward to SPEAC as originally planned.</p>	<p>The Committee decided to recall Recommendation 50, due to the implementation of the “Can-Do” statements for filtering between native vs. non-native speakers of English. Recommendation</p>

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	David also shared that he has not had time to edit and solicit feedback about Recommendation 51 (High School Equivalency students and collection of GED scores).	50 will not move forward to SPEAC. David will edit and solicit feedback about Recommendation 51 before the next Committee meeting.
9. RIE Update (Maria)	Tabled.	
10. Counseling Update (Jesse)	Tabled.	
11. READ Update (Dianne)	Tabled.	
12. AMLA Update (Elizabeth)	Tabled.	
13. English Update (Ned)	Tabled.	
14. Math Update (David)	Tabled.	

Next Meeting: April 22, 2020 from 2:30-4:15pm online via Zoom.

Recommended Temporary Solution for Students Who Are Directed to Take English Writing Placement Test

1. Change the AQ so that students who are directed to take the English Writing Placement Test (internally called the AWE) are instead given a link to “Can-Do” statements and instructions to contact the AMLA Department for guidance and course eligibility.
2. Update the Assessment Center Test Information webpage (<https://www.mtsac.edu/assessment/testinfo.html>) with the message “Due to the temporary closure of Mt. SAC, the Assessment Center is currently not able to give the English Writing Placement Test to students. If you received a message in the Assessment Questionnaire to take the English Writing Placement Test, then please contact the AMLA Department to complete your assessment process.”

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3. Advise Assessment Center staff that students asking to take the English Writing Placement Test should be given the “Can-Do” statements and directed to contact the AMLA Department (Elizabeth Casian) to complete their assessment process.